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ABSTRACT

This publication describes the restructuring plans of 10 Utah high schools in 9 school districts that were selected by the Utah State Board for Vocational Education to implement school restructuring. The Nine District Consortium seeks to build a statewide resource of proven practices and solutions to problems in education. Representing a new approach to a meaningful high school education for all, the program aims to supply Utah's increasingly technology-based economy with the best educated and most productive workers in the world. A related goal is to provide high school students with the skills necessary to enter the work force and compete in a world labor market. Nine sections present descriptions of the restructuring plan at each of the nine districts and highlight changes for the 1992-93 year. A list of school-business partnerships is included. (LMI)

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Reinventing the High School

The Developing Story of Utah's Nine District Consortium

CACHE DAVIS GRANITE MILLARD PROVO SAN JUAN UINTAH WASHINGTON WEBER
UTAH · NINE DISTRICT
CONSORTIUM
DESIGNING HIGH SCHOOLS
FOR THE FUTURE

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"The mind, once stretched, will never go back to its original shape."

...Oliver Wendell Holmes

"The people who get on in this world are the people who look for the circumstances they want and, if they can't find them, make them."

...George Bernard Shaw

"For these students, high school graduation is no longer a goal in itself but a gateway to the fulfillment of their unique potential. They are taking real ownership in their education and teachers are rediscovering their role as empowering professionals."

...Bruce Griffin, Associate Superintendent
Utah State Office of Education

"Risk-taking can be a dynamic change agent. Because of the Nine District Consortium, public education in Utah will never again be the same. Utah is not waiting for America 2000. These schools are already making a difference in the lives of our students."

...Darwin Taylor, Executive Project Director
Nine District Consortium

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The Nine District Consortium Information Sheet

Basic Principles of 9DC

I. Justification:

Utah's large school-age population, coupled with the Utah work ethic, has the potential to attract the high paying business and industry jobs envisioned by economic development planners if the students now in public schools can gain the skills necessary to enter the work force able to compete in a world labor market.

II. Background Information:

A. We now live and work in a world economy.

B. Our present high school system was designed in the 1930s to meet the needs of the 1950s.

C. Utah's growing economic base is expanding from agriculture, transportation, and military to include a position of major importance in the high-tech manufacturing arena.

D. Utah has historically produced the best educated students in the nation. We must now prepare the best educated workforce in the world or be relegated to a second-class society and standard of living.

E. The education profession has access to a large body of research indicating there are ways to better help students utilize their **time in high school** to prepare themselves for successful transition into work and/or additional training opportunities.

F. Equal attention must be given to students who will enter the work force directly out of high school and to those who will seek degrees.

III. Who Can Help:

A. Students.
By seeing high school as a time to gain an in-depth array of skills allowing them to be competitive with any student in the world.

B. Parents.
By encouraging and supporting students as they pursue an intense career preparation program in high school and by providing a stable, safe home environment.

C. Educators.
By giving the same emphasis and assistance to all students whether their career choice requires skills which can be attained in high school or will require additional post high school training.

D. Business and Industry.
1. By helping eductors know what kind of job descriptions and skill requirements exist in their industry.

2. By helping to develop apprenticeships, cooperative training agreements, and by hiring high school graduates who have the appropriate skills at wage levels which reflect their skill and not just their age.

3. By jointly sponsoring training programs with schools.

4. By providing technical assistance to instructors, curriculum planners, etc.

IV. Who Will Benefit:

A. Utah As a Whole.
By strengthening its position as being the best place to live and work .

B. Students.
By having vast new doors of opportunity begin to open to them as we move into the 21st century.

C. The Public.
As new high paying jobs are attracted to Utah, our workers will be better paid, our economic base strengthened, and our quality of life enhanced.

D. Educators.
By having the opportunity to shape and define the role of schools as they tool up to meet the challenges of the 21st century.

E. Business and Industry.
By having available in Utah a large number of young, vigorous, world-class workers who will help them succeed in the world market place .

V. What Will It Take:

The united and committed effort of all of the parties involved.

How Utah's High School Experiment Got Started...

This is the story of a bold idea — to take the high school and reinvent it from scratch as a multi-faceted, constantly evolving institution capable of responding to the rapidly changing needs of our Information Age. In this new, user-friendly school, everything that happens does so to prepare the individual student for a successful and satisfying future in today's technology-oriented society.

The project focuses on three major areas: to retool the high school curriculum into a more relevant and integrated array of experiences; to retrain teachers as more interactive one-on-one facilitators of learning; and to assure that each high school graduate is ready to enter the workforce with marketable skills or to follow a clearly defined path of further education or training.

To accomplish this, the Utah State Board for Vocational Education provided seed money from a $500,000 appropriation in 1990. The Board solicited proposals from among the state's 40 school districts eager to break new ground and to face the struggles to follow with a strong commitment to this vision. Ten schools from nine districts, each representing one of Utah's vocational regions, were eventually chosen.

Technically, under the supervision of a board of directors composed of the nine district superintendents, these schools are given unprecedented latitude to challenge any State Board regulation. They set about the daunting task of restructuring the way they deliver education from every aspect — time, people, buildings, programs — complete with a new set of expectations and outcomes.

When the models exemplified here are firmly established, they will differ dramatically from schools as we know them. Alternative high school and adult education programs may no longer be separate entities. The length of the school day will depend on community needs. Student progress from one level to another will be unrestricted. The school will function in effect as a lifelong learning resource center.

Most encouraging of all is how the efforts of the Nine District Consortium are reshaping the attitudes of educators, students, and parents alike; reawakening pride in themselves and each other, and in what a school can do. Teachers are becoming genuine mentors who inspire their pupils with the excitement they feel about their subjects and motivate our young people to excel at what they can do best.

We seek to reassure high schools across the state and their support organizations and communities that these are not ten "super schools" created to intimidate or place them on the defensive. Rather, our intent is to build a statewide resource of proven practices and solutions to problems from which schools and districts both in and outside of Utah may benefit.

Once the plans described here are implemented, we will invite other Utah districts and their high schools to examine, evaluate, and adapt them to suit local conditions, thereby taking a similar "leap of faith" in pursuit of their own destiny. A cadre of consultants from the nine pilot schools will be formed and made available to assist them if they so desire.

1992-93 marks the first full year during which the schools in the Nine District Consortium will operate in their new restructured form. We hope this report will help to inform business, government, and civic leaders, the public-at-large, and all members of Utah's education family about this innovative experiment in Utah education.

WASHINGTON SCHOOL DISTRICT

Dixie High School

350 East 700 South
St. George, Utah 84770
Ph# (801) 673-4682
Ross Taylor, Principal
Grades: 10-12
Enroll: 897
Tchrs: 39.03

"Under Construction for the 21st Century"

An Overview of the Plan

Dixie High School is focusing its restructuring efforts in the following significant areas:

- a new core of basic skills;
- the Academy curriculum model;
- complete regrouping of staff; and
- pre-professional training at local job sites.

Major Changes for '92-93

Dixie initially retooled its core studies into three parts that are like departments: Humanities (reading, writing, listening, speaking, cooperative learning); Sciences (numerary, algebra, logic, probability, statistics, and problem solving); and Life Management (fitness, consumerism, parenting, nutrition, career exploration, job skills, interest simulation, and decision making). This change encourages students to see traditional fields of study in a broader context.

"Our restructuring process was not always efficient but highly effective. We felt at times as if we were speeding down a highway on the flatbed of a truck with no sides to hold on to. The visibility was great but the stability was terrible. There was a very strong sense of taking real risks together."

Ross Taylor, Principal
Dixie High School

Dixie has created five academies: the School of Business (finance, marketing, management and information processing); the School of Arts (visual, performing, and graphic); the School of Services (travel/tourism, hotel/motel management, social services, and law enforcement); the School of Sciences (natural resources, health, and agriculture); and the School of Applied Technology (electronics, cabinetry, carpentry, auto, machine tool, and CAD CAM).

The faculty has similarly realigned itself in the academy mode. English and Math personnel serve in all five academies because these skills are so basic for success in all fields. Music staff are assigned to the School of Arts, economics teachers to the School of Business, social studies teachers to the School of Services, drafting teachers to the School of Applied Technology, and so forth. This tends to expand the perspectives of teachers as well as students.

Next fall, students will be allowed to spend up to two periods of the school day using what they are learning at actual work sites. A prospective carpenter from the School of Applied Technology may work with a local home builder, for example, or a dental hygienist-to-be at the office of a local dentist. Dixie High has received $25,000 from the Bureau of Land Management to train students in its School of Sciences as future employees in agriculture and natural resources.

Other Important Highlights

Underlying each of the five-academy structure, is recognition of the predominant personality traits needed for success. Thus, those in the School of Business need to be enterprising, those in the School of Arts creative and imaginative, those in the School of Applied Technology realistic and logical, those in the School of Services social and people-oriented, and those in the School of Sciences investigative. This helps students decide where they fit best.

Whenever possible, students are placed with advisors who fit their special area of interest, to encourage meaningful mentoring relationships that extend beyond the customary roles of assignment-giver and assignment-doer. Future plans call for the formation of steering committees composed of local business representatives for each of the five academies. This will build strong, mutually supportive ties between the school and its community.

"Teachers tell me they care more now and that students seem more self-motivated than they used to be. They say that kids –both high achievers and those who used to just do enough to get by – tell them there is more time to learn now not just quantity-wise but quality-wise as well, to explore in-depth instead of just skimming the surface."

Cheryl Cox
Steering Committee Chairman
Dixie High School

WEBER SCHOOL DISTRICT

Roy High School

2150 West 4800 South
Roy, Utah 84067
Ph# (801) 774-4922
Jan Parrish, Principal
Grades: 10-12
Enroll: 1,815
Tchrs: 70.7

"The Evidence is Excellence"

An Overview of the Plan

Roy High is focusing its restructuring efforts in the following significant areas:

- the Choices 2000 Information Technology Access Center;
- Automotive Service Excellence Certification;
- the Student Educational-Occupational Plan; Career Center; and
- off-campus apprenticeship training classes.

Major Changes for '92-93

Roy's Information Access Center will be a flexible, multi-use, readily accessible electronic information delivery and production facility where students will be able to create research papers on computer discs, and term projects and portfolios on videotape. It will offer telecommunication resources, desktop publishing, internal and external data bases, and house 35 indi

"Restructuring first has to occur in the mind. We must start thinking differently before change can happen and let go of the notion that seat time is directly tied to learning. Nobody on our staff griped about this as being 'just another new program that won't work.' This time everything did work."

Paul Pusey, Project Director
Roy High School

vidual computer work stations. It is already a busy hub of school activity for faculty and students.

Roy's automotive shop qualifies to bestow the nationally recognized Automotive Service Excellence (ASE) certification leading to entry-level jobs in the industry. Students may earn proficiency in as many as eight areas: Engine Repair, Automatic Transmission/Transaxle, Manual Drive Train and Axles, Suspension and Steering, Brakes, Electrical Systems, Heating and Air Conditioning, and Engine Performance spanning the entire spectrum of automobile service.

The effectiveness of Roy's Student Educational-Occupational Plan is a focus on validated competency that reports successful student learning in terms of occupational skills and proficiencies. Career exploration and choice, selection of a course of study, and the open-entry/open-exit Critical Workplace Skills course all feed into the SEOP process as vital parts that help it achieve its intended purpose as a lifeline to student fulfillment.

Roy also offers a practical and theoretical course of study in all aspects of a particular trade or craft at various off-campus sites. After receiving basic skills training at Roy High, 70 students are currently taking related instruction at other high schools, private training sites, and at applied technology centers; 283 at Weber State University; and 135 directly through the business sector itself at stores, factories, and other business and industry facilities in the Ogden area.

Other Important Highlights

In addition to ASE certification, Roy High offers licensure programs in health occupations, welding, machine tool, business, computers, drafting, woods/cabinet making, commercial art, home economics, electronics, agriculture, and science. Such a resource gives students a valuable competitive edge in their efforts to attain meaningful employment and encourages businesses to value the proficiency levels of high school graduates.

Eight days during the current school year have been set aside as alternative schedule Royal Advantage Days in which Roy High "Royals" may work in computer labs, receive guidance and counseling services, and take advantage of tutoring services to fill special needs. Roy's English and science departments are collaborating in an interdisciplinary effort to promote original student research and special projects.

"We know our students cannot possibly learn everything of value that they need to know during the time they spend with us. But we can instill in them the ***Desire*** *to learn and the* ***Knowledge*** *of where to find the tools that will enable them to continue to learn whenever the need arises for the rest of their lives."*

Gary Reed, Assistant Principal
Roy High School

SAN JUAN SCHOOL DISTRICT

San Juan High School

311 North 100 East
Blanding, Utah 84511
Ph# (801) 678-2291
James Harris, Principal
Grades: 7-12
Enroll: 445
Tchrs: 27.84

"Using the Tools/Toys of Our Times"

An Overview of the Plan

San Juan High is focusing its restructuring efforts in the following significant areas:

- curriculum integration and development;
- a multi-media, technology-driven Discovery Center; and
- the Student Educational-Occupational Plan.

Major Changes for '92-93

Building on accomplishments in OBE and Mastery Learning during the '80s, San Juan High has developed an integrated English/Keyboarding/Computer Literacy two-period block course. Students doing a unit on myths choose between Greek myths and Arthurian legends and between Navajo and Biblical hero stories. English assignments are prepared on computers using keyboarding

*"Once you plunge into restructuring, there is no turning back. It has to be 'all or nothing'. It's great to get to **ASK** the kids what **THEY** think they need to help them reach their goals for a change, instead of to **TELL** them what **WE** think they should know."*

Hal Jensen, Superintendent
San Juan District

skills. Editing, proofreading, and desktop publishing are also included.

In the two-period physical science/applied math/Algebra I core, students will work on a physical science project applying basic concepts such as properties of matter, force and acceleration; and use calculators and other tools to solve real problems in the world of agriculture, business, health, home economics, and industry. Students work together in cooperative groups. Added credit for Algebra I/ Geometry is optional.

A state-of-the-art Discovery Center dubbed Tools (Toys) of Our Times also featuring cooperative learning will be fully operating by next fall. Students will progress through a series of 12 modules such as Power and Energy, Music and Video, Space and Aviation, Desktop Publishing, Principles of Technology, and Problem Solving using laser discs, CD-ROMs, color scanners, and laser printers in a variety of innovative ways.

Implemented in summer, 1991, the Student Educational-Occupational Plan process at San Juan utilizes the comprehensive guidance curriculum that helps students understand their growth and development more fully and promotes positive mental health. Each student must follow a unique plan based on his or her individual needs. Aptitude, interest, personality, and academic tests are given. Related work experience and apprenticeship opportunities are offered.

Other Important Highlights

Additional integrated courses being developed are Electronics/Introduction to Auto Mechanics and a CEU San Juan Campus program for seniors in Technology Preparation offering specific classes such as computer-aided drafting. Language Arts Computer/Writing labs offer the resources to produce the school newspaper. Technology in the Auto Shop allows for self-paced instruction as the teacher acts as facilitator and mentor.

A glass-enclosed, 5,500 square-foot area, Discovery Center contains approximately 70 individual work stations, a student conversation area, video room, sound room, and teacher/facilitator office. It is designed to make students comfortable with the full spectrum of technology and to expose them to fields of study previously inaccessible to rural schools, such as vocational topics, humanities, foreign languages, and the arts.

GRANITE SCHOOL DISTRICT

Granger High School

3690 South 3600 West
West Valley City, Utah 84119
Ph#(801)964-7600
Danny L. Talbot, Principal
Grades: 10-12
Enroll: 1,497
Tchrs: 82.34

"Passport–Education for Tomorrow"

An Overview of the Plan

Granger is focusing its restructuring efforts in the following significant areas:

- comprehensive, community-wide learning;
- integrated curriculum development;
- university/college cooperative partnerships; and
- cooperative partnerships with businesses.

Major Changes for '92-93

Next fall, Granger High School will be open from 7 a.m. to 10 p.m. through cooperative efforts with Granite Community Education and will serve students of all ages including adults. This spring, it plans to offer daytime classes to adults for high school completion credit and hobby and skills classes in woodworking, welding, furniture reupholstery, and auto mechanics which are among the subjects most

"Our faculty feels alive with ideas they are eager to share with each other and with me. Parents say they feel truly welcome at the school. Students who didn't care about school are discovering that what they learn can affect their ability to earn a living."

Danny L. Talbot, Principal
Granger High School

often requested by patrons who live in the local community.

New 1992-93 courses will merge occupational writing, computer technology, and problem solving through chess and writing under English; applied math, stage design and broadcast, and descriptive math for engineering under Industrial Arts; and community experience, languages, culture, and world views under Social Studies, for example. Environmental technology will be placed under Science as will courses in the applied earth and biological sciences.

Students are earning concurrent enrollment credit at Salt Lake Community College. Granger faculty members are serving on an adjunct professor basis and Salt Lake Community College is welcoming students to their campus classrooms and lab facilities. Granger is one of four district Professional Development Schools at which the University of Utah conducts on-site student teaching internships and a two-year masters degree in education program.

Businesses are also getting into the act. Last December, the West Valley Arts Council staged "The Nutcracker" at Granger, encouraging first-time attendance at a live ballet production by many West Valley citizens. Car dealerships, such as Larry Miller and Gus Paulos and auto insurance companies donate wrecked automobiles which students repair in the school's body shop for an hourly wage. The cars are later resold and the profits are used to finance the program.

Other Important Highlights

Embracing wholeheartedly the role of the school as a magnet for lifelong learning, Granger is blending all its facets into a nurturing and interactive environment with the support of a community advisory team of parents, business, and civic leaders which has revived the Granger High School Hall of Fame. A Skills for Success course will be taught to all sophomores with input from career and SEOP counselors as well as parents or guardians and students themselves.

Teachers recently received first-hand help through workshops provided by the writing training firm, Shipley Associates, showing them how to enhance the ability of students to communicate with reader-friendly effectiveness. Electronic video instructional equipment, recently donated to the Granite Education Foundation, has also brought benefits to Granger in its high school electronics and TV labs.

UINTAH SCHOOL DISTRICT

Uintah High School

1880 West 500 North
Vernal, Utah 84078
Ph# (801) 789-0363
Ted H. Taylor, Principal
Grades: 10-12
Enroll: 1,169
Tchrs: 52.13

"A Management System for Success"

An Overview of the Plan

Uintah High is focusing its restructuring efforts in the following significant areas:

- the Student Educational-Occupational Plan;
- the Career Cluster curriculum resource;
- the student-produced portfolio; and
- the Competency Management System.

Major Changes for '92-93

Totally Macintosh computer-driven, the SEOP for Uintah students places a rich resource of information at their fingertips. Various positions related to a job field; demographic data, grades and class schedules; and a list of credits and graduation requirements already met and yet to be earned may be easily called up on a screen at any time during the school year to provide an accurate, up-to-date picture of the student's status.

"Our students like being treated not as performance observers on the sidelines but as apprentice performers who put their skills to the test. Learning at Uintah has been transformed from a passive one-way process to an active two-way adventure."

Ted H. Taylor, Principal
Uintah High School

At the heart of this system is the career cluster file, a gold mine that links almost 300 specific careers to 24 general occupational fields that span the full spectrum of jobs. Thus, accounting, for example, is classified as Business Management, dental assistance as Health Sciences, masonry and bricklaying as Construction Trades, playwriting as Creative and Performing Arts, and Surveying as Electronic/Engineering Technology.

The portfolio is a major project for every Uintah senior. It must include a resume of vital statistics and work experience, a personal autobiography, an essay describing the student's code of ethics, letters of recommendation from teachers or others chosen by the student, a transcript of classes and grades, a reading record and two brief book reports, a personal sample of the student's major skills, and a list of honors and awards the student has earned.

The Competency Management System facilitates each student's smooth transition through the high school years toward graduation and beyond, assuring that such things as test results, ability and aptitude assessments, verification of basic skills, and scholarship and job opportunities are all taken into consideration to propel the individual student toward his or her best and most promising destiny. Every aspect of the individual's potential is considered.

Other Important Highlights

The Critical Workplace Skills Program is especially important for students planning on job entry after high school. For them, custom-fit training and apprenticeships are the viable answer. Such programs enable new and expanding businesses to hire graduates at good salaries with good benefits while they receive the precise training the company needs to fill positions which are in demand at the present time.

The portfolio is more than a dull, dry collection of documents that merely state what the student did when and with what results. It is a highly creative product that challenges students to analyze themselves and to "package" or "showcase" their greatest assets. The portfolio says, in effect, "Look at me, world, here I am, ready to be trained, to be shaped, and refined to meet your precise specifications. Give me a chance to prove myself!"

MILLARD SCHOOL DISTRICT

Delta High School

50 West 300 North
Delta, Utah 84624
Ph# (801) 864-2745
Mitchell Myers, Principal
Grades: 9-12
Enroll: 713
Tchrs: 27.2

"Restructuring the Secondary Education Process"

An Overview of the Plan

Together with the nearby Delta Technical Center, Delta High is focusing its restructuring efforts in the following areas:

- the Plan for Academic and Career Training;
- 'smart', high-tech, multi-media classrooms;
- the Integrated Business Management Program; and
- an extended day and evening schedule.

Major Changes for '92-93

Components of Millard District's comprehensive guidance program, called the Plan for Academic and Career Training or (PACT), are teacher/advisor- student meetings on a twice-per-quarter basis, inservice training in PACT procedures, and twice-per-year parent-student-teacher conferences to review student progress and reaffirm career paths. PACTs are

"In the 'smart ' classroom, a biology teacher will be able to show kids instantly what a DNA molecule looks like instead of merely trying to describe it. More learning styles can be accommodated. Technology gives us powerful new tools to do an age-old task."

Kenneth Topham
Superintendent
Millard District

designed to have built-in flexibility as student goals change direction through the high school years.

With central emphasis on math, science, and business education, Delta's 'smart' classrooms will capture educational technology at its best. Through a master computer terminal "control center", the teacher will be able to send laser disc, CD-ROM, VCR, television and other resources to personal student work stations. In the future, classrooms in the school will be linked to each other and managed by a control center.

The Integrated Business Management Program will offer students the option of earning as many credits as they wish from among word processing, data base/ spreadsheet, accounting, business English, business management, and shorthand, all in a simulated electronic office context. Students should enroll for at least two periods per day.

At the Tech Center, open 7:30 a.m. to 9:30 p.m. Monday through Friday, students will be able to do correctives, extensions, and independent enrichment projects beyond primary instruction hours. Delta High's computer writing lab will continue to be open for extended hours. A four or four-and-a-half day regularly scheduled academic week may be implemented during the next few years as changes emerge and needs are refined.

Other Important Highlights

Vital to the effectiveness of Delta's new delivery system will be competency-based credit to verify marketable skills and project-based grading that may involve a senior portfolio project. The 'smart' classroom holds great promise for the teaching of synthesizing, analyzing, and logical reasoning that can contribute to the quality and creativity of the portfolio and will ultimately strengthen all of Delta High's restructured curriculum programs.

The high school and Tech Center plan to continue to provide employee improvement training to local businesses and industries, building a major role for them in the context of the overall economic development of Millard County as a whole. Snow College and Southern Utah University are teaching outreach courses in Millard District. August, 1992, will mark the addition of Delta to more than 20 other sites with two-way audio-video access to the state EDNET microwave telecommunications system.

DAVIS SCHOOL DISTRICT

Northridge High School

2416 North Hill Field Rd.
Layton, Utah 84041
Ph# (801) 774-7660
Ross Poore, Principal
Grades: 10-12 (10-11 in '92-93)
Enroll: 1,400 ('92-93)
Tchrs: 62

"A Renaissance of Knowledge"

An Overview of the Plan

Northridge, which will open for the first time in August of 1992, plans to restructure its instructional program in the following significant areas:

- the senior Rite of Passage experience;
- the Foundation of Technology lab;
- the Employability Skills Academy; and
- career opportunity paths in education.

Major Changes for '92-93

Northridge will require all students to complete a Senior Project course in the 12th grade that documents accomplishments gained during the student's total three-year school experience. At the heart of this "Rite of Passage" experience will be the presentation to a review committee of a multi-media portfolio containing written, live, and audio-visual demonstrations of the student's career, technological competencies, and strongest personal assets and talents.

"We will dedicate ourselves to educating both at-risk and regular students in a cohesive, technology-driven, outcome-based, totally student-focused system in which everyone will receive the time, attention, and encouragement to succeed."

Ross Poore, Principal
Northridge High School

The sophomore Foundation of Technology lab will integrate hands-on applied learning to the traditional fields of math, science, and language arts. It will explore such topics as healthy lifestyles, spread sheets, computer literacy, graphic design, CAD-CAM, lasers, transportation systems, environmental control, problem solving, and teamwork to provide a broad orientation to new and growing issues and developing job fields for the 1990s.

The 40 to 50 most academically-at-risk Northridge students will be part of an Employability Skills Academy which will team them with science, math, English, and social studies teachers to raise their employability skills to a standard level. Learning will be self-paced with individual teacher-student interaction. A strong counseling component, tutoring services, and the Critical Workplace Skills curriculum will be included.

To help them make informed decisions about their future occupations, Northridge students will choose from among six career paths: Business/Marketing, Health/Home and Recreation, Art/Communication, Technology/Engineering (math), Natural Resource Management (science), and Social/Human/Government Service. Each of these paths has a solid core of basic course work that will guarantee mastery of basic skills and competencies by every student.

Other Important Highlights

Northridge will also provide Advanced Technology instruction in a research and development lab to challenge the creative potential of students. A computer-managed SEOP program will allow administrators, teachers, counselors, and parents to join together in monitoring student course options and progress toward desired outcomes. This team approach is designed to make sure all students succeed. Both academic and occupational competencies will be tested.

The concept of Northridge's laboratory-based program is to eventually drive all the school's curriculum with heavy emphasis on the use of computers and other technology-based tools to enhance the employability of students at all ability levels. Northridge also plans to work with local businesses to form partnerships that will lead to internships, apprenticeships, and other kinds of on-the-job training opportunities for students.

PROVO SCHOOL DISTRICT

Provo High School

1125 University Avenue
Provo, Utah 84604
Ph# (801) 373-6550
Charles Shackett, Principal
Grades: 9—12
Enroll: 1,942
Tchrs: 80.74

"The School of the Future"

An Overview of the Plan

Provo High is focusing its restructuring efforts in the following significant areas:

- organization of restructuring committees;
- adult roles for which to prepare students;
- guiding principles from school community input; and
- a revised set of graduation competencies.

Major Changes for '92-93

Implementation will begin in fall, 1992. To assure broad-based input in its restructuring process, Provo High replaced its Faculty Council with a Decision Making Committee comprised of the principal, six teachers, one classified employee, three parents, and two students. Also involved were a Principal's Advisory Committee, Action Committee, and Resource Pool of over half the professional staff. It was very important that everyone's voice be heard.

"It is clear to us as we create our school of the future that we will have an organic creature responsive to new challenges and willing to change. Our enterprise is alive. We feel we are all in this together as if it were an adventure in which no one is absolutely sure what will happen next. We are going through a real metamorphosis."

Charles Shackett, Principal
Provo High School

Developed through discussions at community meetings and resources available at the Provo School District Office, Provo has identified six primary adult roles for which it will strive to prepare all its students as a result of their high school experiences. These interdependent roles are those of a good citizen, a life-long learner, an intelligent consumer, a responsible family member, a productive worker, and a healthy self.

Fourteen guiding principles are shaping the direction of Provo's restructuring endeavor. They express commitment to creating a flexible, collaborative learning environment allowing time for both teachers and students to participate in activities, reflective dialogue, and personal and professional growth encouraging symposia participation, tutoring, parent involvement, and wide use of educational technology in its various forms.

Provo's new set of graduation competencies will be tied to learning outcomes (not seat time), the SEOP, portfolios including documented public service, and a group project or activity. These competencies are identified in terms of five major categories: self-awareness and behavior skills; citizenship skills; communication and literacy skills; math, science and technology skills; and cultural skills to address the basic human need to make sense out of the world.

Other Important Highlights

Provo's carefully planned journey from a traditional to a restructured school is grounded in collective ownership of parents, teachers, and students as the primary stakeholders in all changes. Specific decisions on curriculum, class size, course offerings, time schedules and assessment procedures will be made during the coming months after all input and suggestions are carefully weighed in terms of what is best for the stakeholders.

Provo High's mission "to provide in an atmosphere of mutual respect and cooperation, quality teaching and learning that will arm students to strive for excellence, to reach occupational fulfillment, and to succeed in the challenge of today's ever-changing world" is a direct result of the 16 points in its Strategic Plan and captures its essential vision and the hope and dream it holds out for every Provo High School student.

CACHE SCHOOL DISTRICT

Mountain Crest High School

255 South 800 East
Hyrum, Utah 84319
Ph# (801) 245-6093
Pat Hansen, Principal
Grades: 10-12
Enroll: 1,312
Tchrs: 56.33

"Cache Schools and Students for the 21st Century"

An Overview of the Plan

Mountain Crest is focusing its restructuring efforts in the following significant areas:

- integration of academic and vocational courses;
- the Student Educational-Occupational Plan;
- restructuring of graduation requirements;
- development of five directional career paths; and
- site-based governance.

Major Changes for '92-93

Among new courses next fall to integrate academic and vocational curriculum will be American Heritage. A student's social studies or history research paper, for example, will be reviewed by the assigning teacher for content; evaluated by the English teacher for writing style, grammar, punctuation, and spelling, and then typed on a word processor using the WordPerfect program for technology credit. Another new course slated to begin in '92-93 will merge physical fitness and nutrition.

Occupational Computer Programming I, II, and III will teach practical problem–solving techniques related to trade, industrial, and technical occupations by designing instructions for computer operation. Work ethics and productivity are also part of classroom and lab activities for this basic sequence of courses. Career exploration and drivers education are also being combined to reach the maximum number of students possible.

Mountain Crest has finalized restructured graduation requirements which enable students to take a different sequence of classes and complete multiple, directional career paths if they choose. Students may earn one or more diploma seals

in the five paths which are General, Academic, Vocational, Technical, Fine Arts, and Business. Strong emphasis on career steps connected to each of these paths is being developed.

On-site decision making is facilitating the development of Mountain Crest's SEOP geared to each of the paths. SEOP specialists will set their own appointments with students to discuss performance progress, course and path changes, and career exploration concerns. All students will be required to demonstrate competency in each Critical Workplace Skill module and to submit a portfolio exhibiting their achievements and outcome-based performance standing at graduation.

Other Important Highlights

Requirements in the General career path category serve as a benchmark much as the core curriculum has done, with selections from math, science, personal life skills, fine arts, technical, citizenship, and communications. One computer course chosen from among Word Processing, Data Processing, or Occupational Computer Programming is required of everyone. Total conversion to a skill and competency performance evaluation format is slated for '93-94.

Mountain Crest is also considering the adoption of an extended-day schedule adding a "zero" and sixth hour on either end of the current five-period day, providing options to both teachers and students to follow a 0-4 or 2-6 schedule or earn extra credits by attending or teaching additional classes. A final decision on this issue will be made prior to the '92-93 school year. It is hoped the extended schedule will expand diversity of curriculum offerings.

CACHE SCHOOL DISTRICT

Sky View High School

520 South 250 East
Smithfield, Utah 84335
Ph# (801) 563-6273
Myron Benson, Principal
Grades: 10-12
Enroll: 1,293
Tchrs: 51

"Cache Schools and Students for the 21st Century"

An Overview of the Plan

Sky View is focusing its restructuring efforts in the following significant areas:

- open entry/open exit competency-based programs;
- the Student Educational-Occupational Plan (SEOP); and
- integrating employment readiness training into academic and vocational courses.

Major Changes for '92-93

Leading the way in '92-93 will be an open entry/open exit competency-based modular 10th-grade language arts curriculum. The program will also be piloted in selected foreign language, business, and vocational courses. Students will progress through consecutive two-week modules to cover the full spectrum of the curriculum, be permitted to "test out" of those in which they demonstrate the required level of proficiency, and be able to move at their own pace from grade to

"Our teachers feel invigorated and challenged, especially by the new cross-over of curriculum areas. Suddenly they are no longer cut off from each other but unified in spirit as well as in substance, making it more enjoyable to work together."

John Hansen
Acting Superintendent
Cache District

grade by meeting carefully monitored standards of performance.

Emphasis will be placed on applying knowledge gained in the modules during lab sessions where students will use what they have learned to do practical assignments relevant to real-world needs. With no semester breaks, students will be tested consistently throughout the year by active participation as well as essays and other written evidence. Students will be required to demonstrate 80% competency or higher in order to move from one module to the next.

Following a career exploration course and initial SEOP conference in the ninth grade, students will select a tentative career goal and high school course of study. With the speed and convenience of a customized SEOP and portfolio computer program, an annual SEOP conference will be held with each student. Career goals will be updated, progress toward graduation checked, and post-high school plans made. If each certified teacher completes 25 conferences, it will be possible to assign all students to teacher advisors in their area of special interest.

Other Important Highlights

Sky View and Mountain Crest have participated equally in the development of the new Occupational Computer Programming courses. Students will benefit greatly from experiencing the practical application of computer skills to a variety of workplace problems.

Employment readiness training will be integrated into existing vocational and academic courses. Students will be required to demonstrate competency in areas such as self-management, teamwork, and problem solving. The competencies will also be taught on a separate basis if necessary to accommodate students with special circumstances.

How you can help the Consortium succeed...

Students must accept the challenge of high school as a time for acquiring a diverse and in-depth array of valuable skills which will give them a competitive edge in the workplace as generalists as well as specialists. They need the active and consistent support of parents and a stable, safe home environment as they immerse themselves in this intensive high school career preparation program that is in essence a process of self-discovery.

Educators play a crucial role in the success of the restructured school. Their enthusiasm will make an impact on the school climate as a whole. They must give equal attention to all students whether their career choice requires skills which can be mastered in high school itself and lead directly to job entry or ones which require further academic or vocational-technical study at a college, university, or other post-secondary institution.

Business and Industry employers must do their part as well by informing the schools of the kinds of jobs and skill requirements which exist and are anticipated in their field; by helping to develop apprenticeships and cooperative training agreements with schools; by offering assistance to instructors and curriculum planners; and by hiring high school graduates at wage levels that reflect their competencies and not just their age.

This is a monumental task, but if all players do their part, we cannot fail. The ultimate outcome of the Nine District Consortium, built day-by-day as we grow more comfortable with this new approach to a meaningful high school education for all, will be to supply Utah's increasingly technology-based economy with the best educated and most productive workers in the world.

School Partnerships

Washington School District

Dixie College
Job Service
BLM - Forest Service
St. George Chamber of Commerce
33 Apprenticeship Agreements

Weber School District

Weber State University
Golden West Credit Union
Matrix Marketing - Div. of Cincinatti Bell
U.S. Dept. of Energy
US West
Ogden Family Care Center
Associated Western Universities, Inc.
Westinghouse Savannah River Co.
IBM
Utah State University
Brigham Young University
Los Alamos National Laboratory - New Mexico
Iomega
Thiokol
Ogden Job Service
Roy City Corporation
Davis and Ogden-Weber ATCs
Bridgerland ATC
Mountain Fuel Supply
Connecting Point - Ogden
Morton International
Weber Board of Education
GSE
Parker Hanifir
Flamco/Barnes

San Juan School District

Plato
IBM
CEU/San Jaun Center

Granite School District

Allstate Insurance
Coca Cola
DuPont Chemical Corporation
Farmers Insurance
Gus Paulos Chevrolet
IBM
Job Service
Kennecott
Larry Miller
Les Olson Company
Ririe-Woodbury Dance Company
Shipley & Associates
Salt Lake Community College
State Farm Insurance
University of Utah
US West
Wasatch Front Placement Network
West Valley Arts Council
West Valley Symphony
West Valley Chamber of Commerce
Cache School District
Utah State University
Bridgerland ATC

Uintah School District

Uintah Basin ATC
Utah State University
Deseret Generation Power Plant*
Zions Bank*
PIC Council Uintah Basin Region*
Ute Manufacturing*
PTA Uintah Council
*Regional council members (advisory group for Uintah ATE projects)

Millard School District

Brush-Wellman
Intermountain Power Project
General Telephone Electronics
First Security Bank
Zions Bank
Delta City
Job Service
Snow College
Southern Utah University
Delta Chamber of Commerce

Davis School District

IBM
Apple Computer
Brigham Young University
Industrial Education Department
Private Industry Council
Davis County
Davis ATC
Ogden Weber ATC
Weber State University

Provo School District

BYU/School Partnership
Utah Valley Business/Education Partnership
Chamber of Commerce
UVCC/Provo District
(presently being developed)

Cache School District

Utah State University
Bridgerland ATC
Cache Chamber of Commerce
Precision Tool, Inc.
Campbell Scientific, Inc.
E.A. Miller & Sons
Tri-Miller/Thorn Apple Valley
Weslo-Proform
Logan Job Service

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Superintendent
Weber School District

Darwin Taylor
Project Director

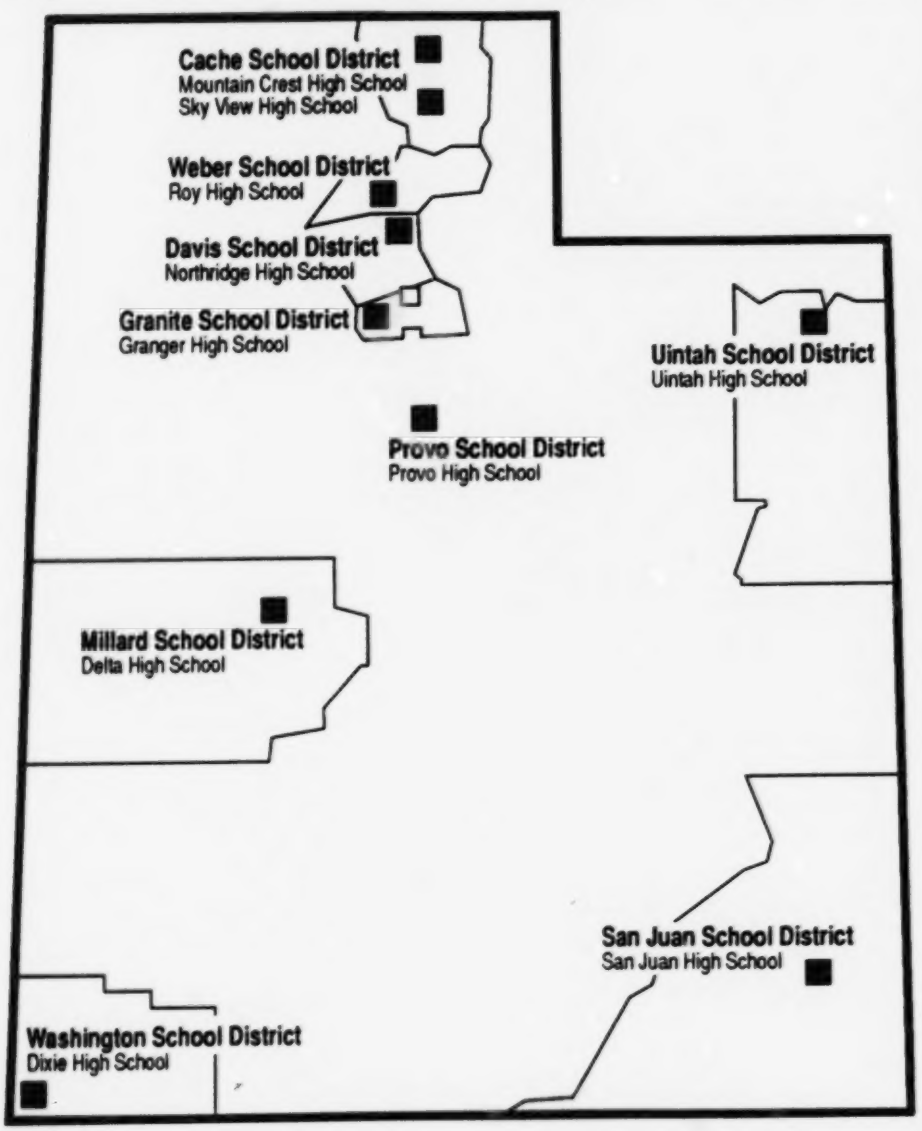
Bruce Griffin
Utah State Office of Education

Joe Luke
State Applied Technology Director
Ex-Officio Member

Max Lowe
Board of Regents
Ex-Officio Member

Special thanks to Daimar Robinson for writing this book and to many others for their help in preparing this document.

Map of 9 District Consortium Members



Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111

Scott W. Bean
State Superintendent
of Public Instruction